DOCUMENT RESUME

ED 169 058 SP 014 203

TITLE	Teaching Reading (Cluster VI, includes 5 modules). Description of Teacher Inservice Education Materials.
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ABSTRACT

The inservice learning module described is for teachers interested in acquiring specific competencies for teaching the English language arts and reading comprehension, especially at the middle school level. An outline is given of the five modules that comprise this product. Activities and resources involved in using the module are described, and ordering information for materials is given. A critique of the module is included. (JD)

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ED169058

DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: TEACHING READING (Cluster VI, includes 5 modules)

Publication Date(s): 1974

Intended Users: Teachers interested in acquiring specific competencies for teaching the English language arts

Grade Level(s): 4 - 12

Number: One to any number

Primary Focus: Skill building in teaching English language arts, especially at the middle school level.

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School subject(s) and/or in-service topic(s) covered:

The package deals with teaching techniques related to English language arts. The main skills covered are: 1) knowledge of basic terminology, approaches and problems associated with the teaching of reading; 2) word attack skills for teachers; 3) comprehending comprehension; 4) teaching the study skills; and 5) helping all teachers work on reading.

What participant does in using the materials: Participants do the following: 1) Review prospectus to determine the interest in the purpose and content of the module; 2) Take pre-assessment to determine the need to complete the entire module or just sections of it; 3) Take post-assessment to determine if they have successfully met the evaluative criteria; 4) If satisfactory level of performance was not demonstrated on the post-assessment, they recycle to previous enabling elements, as needed, and repeat post-assessment; 5) When the module is complete, they review the bibliography for suggested further study; 6) Complete the Module Evaluation Feedback Sheet.

Resources:

One copy of each module is required for each user. A cassette-recorder or cassette-playback unit is needed for each group of users, as well as a set of consumable pages. The audio cassette tape "Word Attack Skills for Teachers" has to be provided for each group of users. Users need to consult the bibliography recommended by the authors.

Describer critique: The modules are very well designed. In terms of structure, each module follows a sequential and logical order in the presentation of the topics. The modules are self-contained. Evaluative procedures and consumable materials come with the product. These modules help teachers who are interested in acquiring specific competencies for teaching the English language arts. Users must spend a considerable amount of time in implementing these modules.

SP 014 203

(R) - word attack skills - comprehension - study skills - content areas

(M)

R 31

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B. IN-DEPTH INFORMATION

1.0 PURPOSES:

The authors state: "This module is one of a series prepared for teacher education and certification in Florida.* It is intended to help teachers identify, acquire and demonstrate specific competencies of teaching the English language arts in middle school. This is a pilot study draft prepared for field testing at the pre-service and in-service levels in a number of Florida counties." Each module has its own rationale, and general and specific objectives. For example, in English Cluster VI:

Module I: What You Always Wanted to Know About Reading. Were You Afraid to Ask?

Rationale: Reading undergirds the entire curriculum. In every subject, pupil's learning activities involve reading. Lack of ability in this subject often hampers a student in all areas of school work. So often it is said that 'every teacher should be a teacher of reading'. Yet, teachers who wish to include reading as a part of their teaching feel at a loss. This module is written to give these teachers a brief overview of some important aspects of teaching reading. Included are: 1. Terminology 2. Some causes of reading problems. 3. Various approaches to teaching reading. 4. Some suggestions for helping students develop interest and positive attitudes toward reading.

Objectives - General: The participant demonstrates knowledge of basic terminology approaches and problems associated with the teaching of reading.

Specific Objective 1: After selecting unfamiliar items from a list of terms commonly used in reading instruction, the participant will accurately define at least 90% of the terms identified for study.

Specific Objective 2: Using terminology introduced in Objective 1 to describe problems. The participant will identify at least five different types of difficulties which pupils may encounter in learning to read.

Specific Objective 3: Given a list of some of the basic approaches to reading instruction, the participant will describe the principal characteristics of each approach and will identify one reading program or material which falls into each category.

Specific Objective 4: Using information gained about a specific middle school student, the participant will prescribe at least three procedures or activities for stimulating student interest in and positive attitude toward reading.

* It is part of Middle School English, which includes 12 Clusters. This set of five modules belongs to Cluster VI.

2.0 CONTENT — Scope and Sequencing of Topics:

CONTENT

The modules deal with the following topics:

English Cluster VI: Module I: What You Always Wanted To Know About Reading (Were You Afraid to Ask?) (pp. 1-76). Table of Contents: Prospectus (pp 1-6): Rationale; Objectives; Resources Required; Instructions and Flowchart/pre-assessment (pp 7-8); Enabling Element #1: Terminology (pp 9-18); Enabling Element #2· Types of Reading Problems" (pp 19-28): Enabling Element #3·"Approaches to Teaching Reading (pp 29-40) Enabling Element #4 Helping Students Develop Interest in Reading (pp 41-64); Post-assessment (pp 65-68); Appendix (pp 69-76); Bibliography; Supplementary Materials; Module Evaluation Feedback Sheet; Module Component Description Outline. Consumable pages available separately .

English Cluster VI: Module 2: Word Attack Skills for Teachers (pp 1-73). Table of Contents: Prospectus (pp 3-9); Rationale, Overview and Objectives; Materials and Equipment Required; Directions for Completing Module with Flowchart. Pre-assessment (pp 9-18); Enabling Element #1: Phonics (pp 19-30); Enabling Element #2: Structural Analysis (p 31-44); Enabling Element #3: Content Clues (pp 45-56); Bibliography (suggestions for further study) Module Component Description Outline, Module Evaluation Feedback Sheet; Consumable pages available separately.

English Cluster VI: Module 3: Comprehending Comprehension (pp 1-57) Table of Contents: Prospectus (pp 1-6); Rationale, Objectives, Resources Required, Instructions and Flowchart; Pre-Assessment (pp 7-8); Enabling Element #1: Literal Comprehension (pp9-24); Enabling Element #2: Interpretive Comprehension (pp 25-36); Enabling Element #3: Critical Comprehension (pp 37-46); Post-Assessment (pp 47-50). Appendix (pp 51-57): Bibliography; Supplementary Materials: Module Evaluation Feedback Sheet; Module Component Description Outline, Consumable pages available separately.

English Cluster VI: Module 4: Teaching the Study Skills (pp 1-69). Table of Contents: Prospectus (pp 1-6), Rationale, Objectives, Instructions and Flowchart; Pre-Assessment (pp 7-8), Enabling Element #1: Study Skills Readiness (pp 9-24), Enabling Element #2: The SQ3R Method of Study (pp 25-36), Enabling Element #3: Textbook Content Skills (p 37-48), Enabling Element #4: Library Skills (pp 49-62), Post-Assessment (pp 63-64), Appendix (pp 65-69), Bibliography; Revision Feedback Sheet; Consumable pages available separately.

English Cluster VI: Module 5: Helping All Teachers Work on Reading (pp 1-71) Table of Contents: Prospectus (pp 1-6), Rationale, Objectives, resources Required; Instructions and Flowchart; Pre-assessment (pp 7-8); Enabling Element #1: Organizing the Classroom (pp 9-18); Enabling Element #2: Teaching the Student Reading Below 4th Grade Level (pp 19-24); Enabling Element #3: Teaching the Student Reading Above 4th Grade Level (pp 25-30). Enabling Element #4: Teaching Reading in the Conten' Areas (pp 31-42); Post-Assessment (pp 43-46); Appendix (pp 47-71); Bibliography; Supplementary Materials; Module Evaluation Feedback Sheet; Module Component Description Outline; Consumable pages available separately.

SEQUENCE

While the modules are self-contained, each with its own rationale and objectives, they do build upon each other and should be used in sequence. In cases where individual teacher or weakness need to be addressed, the sequence can be altered, as needed.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

The authors list the following activities : 1) Review the prospectus to determine whether or not you are interested in the purpose and content of the module; 2) Take the pre-assessment to determine if you need to complete the entire module or just sections of it; 3) The enabling elements follow a sequential order referring to study sheets, work sheets and activities as appropriate; 4) Take the post-assessment to determine if you have successfully met the evaluation criteria; 5) If a satisfactory level of performance was not demonstrated in the post-assessment, recycle to previous enabling elements as needed. Then repeat the post-assessment; 6) When the module is complete, review the bibliography for suggested further study; 7) Complete the module evaluation feedback sheet.

3.2 Help given in use of product:

The package contains five booklets. They are self-contained guides. The instructions given are clear and easy to follow. Each module contains: purposes, objectives, pre-assessment and post-assessment procedures, enabling activities, bibliography, and consumable pages, which come separately in each booklet. An audio-cassette tape "Word Attack Skills For Teachers" accompanies Module #2.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Pre-assessment and post-assessment procedures are required in each module. The package contains specific instructions for each assessment activity. The assessment procedures recommended by the authors consist of: checklists, questionnaires, listening to audio tapes, and categorizations.

PROJECT ON UTILIZATION OF INSERVICE EDUCATION R&D OUTCOMES
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5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

One copy of each module is required for each user. A cassette-recorder or cassette playback unit is needed for each group of users. A set of consumable pages - which are separate copies of the worksheets - are required for each user. The audio cassette tape, "Word Attack Skills for Teachers" has to be provided to each group of users. Users should consult the bibliography recommended by the authors. The describer estimates that it may take at least five weeks for participants to complete these modules.

5.2 Distributor name/address:

Panhandle Area Educational Cooperative
411 West Boulevard South
Chipley, Florida 32428
(904) 638-4131

5.3 Components/approximate costs:

Component		Purchase	Rental	No. Req.	Reusable
TEACHING READING - Cluster VI (5 booklets: Florida Competency Based Modules)		$5.20	No	1 set/per user	Yes
Module 1	What You Always Wanted To Know About Reading (Were You Afraid to Ask?)	$1.00 (Module) 25¢ consumable (ea.)			
Module 2	Word Attack Skills for Teachers	95¢ (Module) 25¢ consumable (ea.)			
	Word Attack Skills (audio cassette)	$1.75			
Module 3	Comprehending Comprehension	75¢ (Module) 10¢ consumable (ea.)			
Module 4	Teaching the Study Skills	90¢ (Module) 10¢ consumable (ea.)			
Module 5	Helping All Teachers Work on Reading	90¢ (Module) 10¢ consumable (ea.)			

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The principal developers were Joan Stancil and Mildred Augenstein. Both were with the Division of Elementary and Secondary Education at the Florida Department of Education, Tallahassee at the time of the research project. Together they collaborated on Modules I, II and III. Ms. Augenstein combined her efforts with Florine Causey on Module IV. Victoria Gibson developed Module V.

6.2 How developed and when:

The authors state the following: "The modules in this series were developed as a collaborative professional effort through the project on teacher assessment and training techniques for middle school English. The Consortium steering committee for the project was comprised of the following representatives of the school systems of Broward and Palm Beach counties, their local professional associations and the College of Education of Florida Atlantic University: Mildred Augenstein, University Project Coordinator; David Weppner, College of Education, F.A.U.; Victoria Gibson, Palm Beach County Schools; Elva Hauter, Palm Beach County Schools; Elizabeth Kramer, Palm Beach County Schools; Bruce Macdade; Broward County Schools; Margaret Sanderson, Broward County Schools, Rena Zellner, Broward County Schools.

6.3 Evidence of effectiveness with users:

During the field-testing period, this module was used on around 20-30 practicing teachers in several Florida counties. Three years went into the development of this material before it was published.

The classroom teachers involved in the field-testing were asked to complete "revisions sheets". The developers based most of their revisions on the critiques supplied by the classroom teachers, thus ensuring a more effective program for other teachers to use in their inservice education training.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This product seems to be appropriate for teachers who are interested in helping students improve their reading skills. The techniques recommended by the authors are easy and of very practical use to any classroom, from 4th to 12th grade level.

Content accuracy/social fairness/community acceptance issues:

The materials do not show evidence of ethnic and sex bias, nor stereotyping or possible controversial content. Users wouldn't face any problem in the implementation of these modules.

Overall summary/comment:

The modules are very well designed. Each module follows a sequential and logical order. The modules are self-contained and have exercises related to the skills to be developed by the users. The modules will help teachers interested in acquiring specific competencies in teaching the English language arts. Users must be aware of the fact that the effectiveness of these modules has not been tested.

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